

DOCUMENT RESUME

ED 034 652

RE 002 301

TITLE Evaluative Instruments Used in the Clinical Program of the Learning Center, 1968-69.
PUB DATE [68]
NOTE 59p.

EDRS PRICE MF-\$0.50 HC-\$3.05
DESCRIPTORS Auditory Evaluation, Case Records, *Diagnostic Tests, Evaluation, Informal Reading Inventory, *Measurement Instruments, *Reading Diagnosis, Reading Tests, *Remedial Reading Clinics, *Supplementary Educational Centers, Vision Tests

ABSTRACT

Evaluative instruments used in the clinical program of an ESEA/Title III supplementary education center in New York state are included under four headings: (1) Applications for Diagnostic and Tutorial Services (Elementary School Application, Secondary School Application, Information Sheet for Completion by Parent or Guardian); (2) Report Forms to the Cooperating School Districts (Diagnostic Report, Progress Report); (3) Instruments for the Evaluation of Reading and Related Skills (Sample Graded Word List, Word Identification Survey, Word Analysis Record, Informal Spelling Inventory, Alphabet Recognition Survey, Informal Reading Inventory); and (4) Miscellaneous Evaluative Instruments (Evaluations of Lateral Preference, Auditory Performance, and Visual Performance and an Interest Inventory). All instruments were developed by the learning center personnel. In section 3, instructions for administration of these instruments, record forms, and both examiner and pupil copies are included. The selections used in the Informal Reading Inventory are taken from "The New Basic Readers" of the Scott, Foresman and Company series, preprimer through grade-level 5. The three comprehension questions following each selection ask for a retelling of the paragraph, for recall of factual information, and for inference of what would follow in the story. (CM)

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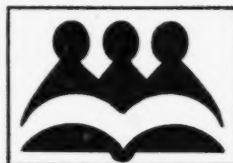
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Central Schools*

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*Union-Endicott
Central Schools*

Lawrence Gold, Ph.D.
Project Director

Robert J. Grassi
*Staff School
Psychologist*



LEARNING CENTER

58 Oak Street

Binghamton, New York 13905

Telephone: 607-724-2491

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EVALUATIVE INSTRUMENTS USED IN THE
CLINICAL PROGRAM OF THE LEARNING CENTER

1968-69

* * * * *

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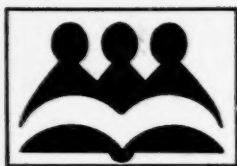
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301

RE 002

I. Applications for Diagnostic and Tutorial Services

- A. Elementary School Application**
- B. Secondary School Application**
- C. Information Sheet for Completion
by Parent or Guardian**



LEARNING CENTER

58 Oak Street
Binghamton, New York 13905
Telephone: 607-724-2491

SCHOOL REFERRAL APPLICATION READING IMPROVEMENT SERVICE

ELEMENTARY SCHOOL APPLICATION

(Note: The information presented on
this sheet will remain strictly confidential.)

Report prepared by _____ Date _____

Position _____

1. PUPIL INFORMATION

Name _____ Age _____ Date of Birth _____
Last First Middle

Address _____ Grade _____

_____ Telephone _____

Mother's Name _____ Father's Name _____

2. SCHOOL INFORMATION

School _____ Principal _____

Address _____ District _____

_____ Telephone _____

Public _____ or Private _____ Teacher _____

3. Please check the purpose of the referral (check as many spaces as applicable).

_____ Evaluation of Reading Performance

_____ Enrollment in Reading Improvement Program

_____ Recommendations for Future Educational Planning

_____ Other (please specify) _____

4. Has pupil previously been involved in reading improvement program? Yes ___ No ___

If yes, where? _____

How long? _____

Are records available? _____

5. Has pupil been evaluated by the school psychologist? Yes _____ No _____

6. DATA FROM SCHOOL RECORDS

Please record the most recent test data available:

<u>A. Achievement Tests</u>	<u>Name of Test</u>	<u>Date/Grade Administered</u>	<u>Score</u>
Reading:	1.		
	2.		
Arithmetic:	1.		
	2.		
Other:	1.		
	2.		

B. Intelligence or Aptitude Tests

	<u>Name of Test</u>	<u>Date/Grade Administered</u>	<u>Score</u>
Individual I.Q.			
Group Test			

7. Has pupil attended kindergarten? Yes _____ No _____

8. Has pupil repeated any grades? If yes, which grades? _____ No _____

9. Please list the grades during which excessive absences occurred (15 days or more per grade).

<u>Grade</u>	<u>Days Absent</u>
_____	_____
_____	_____
_____	_____

10. List most recent schools attended, including present school.

<u>School</u>	<u>Grade</u>
_____	_____
_____	_____
_____	_____

11. Does pupil have any history of physical or psychological disability? Yes ____ No ____

If yes, please describe briefly, (if known) _____

12. TEACHER'S EVALUATION OF PUPIL'S PERFORMANCE

	Below Average	Average	Above Average
Sample: Skill in Handwriting	_____	_____	_____
1. General Reading Level	_____	_____	_____
2. Reading in Subject Areas	_____	_____	_____
3. Ability in Arithmetic	_____	_____	_____
4. Personal and Social Adjustment	_____	_____	_____
5. General Attitude Toward School	_____	_____	_____

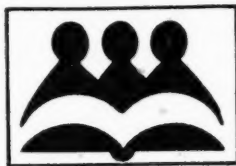
13. Please use this space to make any comments related to the referral of the pupil for reading diagnosis and improvement.

This space for office use only:

Date received _____

Initial contact on _____

Disposition _____



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SCHOOL REFERRAL APPLICATION READING IMPROVEMENT SERVICE

SECONDARY SCHOOL FORM

(Note: The information presented on
this sheet will remain strictly confidential.)

Report prepared by _____ Date _____

Position _____

1. PUPIL INFORMATION

Name _____ Age _____ Date of Birth _____
Last First Middle

Address _____ Grade _____

_____ Telephone _____

Mother's Name _____ Father's Name _____

2. SCHOOL INFORMATION

School _____ Principal _____

Address _____ District _____

_____ Telephone _____

Public _____ or Private _____ Counselor _____

3. Please check the purpose of the referral (check as many spaces as applicable.)

_____ Evaluation of Reading Achievement

_____ Enrollment in Reading Improvement Program

_____ Recommendations for Future Educational Planning

_____ Other (please specify) _____

4. Has pupil previously been involved in a reading improvement program? Yes ___ No ___

If yes, where? _____

How long? _____

Are records available? _____

5. Has pupil been evaluated by the school psychologist? Yes _____ No _____

6. DATA FROM SCHOOL RECORDS

Please record the most recent test data available:

	<u>Name of Test</u>	<u>Date/Grade Administered</u>	<u>Score</u>
Reading:	1. 2.		
Aptitude:	1. 2.		
Other:	1. 2.		
Individual IQ	_____	_____	_____

7. Has pupil repeated any grades? If yes, which grades _____ No _____

8. List recent schools attended, including the present school:

<u>School</u>	<u>Grades</u>
_____	_____
_____	_____
_____	_____
_____	_____

9. Does pupil have any history of physical or psychological disability? Yes ____ No ____

If yes, please describe briefly: _____

10. List the type of school program in which the pupil is enrolled:

Academic (college preparatory) _____

General _____

Work Study _____

Other _____

11. Indicate grades for most recent semester's work:

English _____

Science _____

Social Studies _____

Foreign Language _____

Mathematics _____

Other _____

12. COUNSELOR'S EVALUATION OF PUPIL'S PERFORMANCE AND ABILITY

In comparison to average pupils of similar grade level, please evaluate this pupil in each of the areas indicated below:

	Below Average	Average	Above Average
Sample: Skill in Handwriting	✓		
1. Ability in Academic Subjects			
2. Personal and Social Adjustment			
3. General Attitude Toward School			
4. Motivation to improve in School Related Areas			
5. General Estimate of Pupil's Ability			

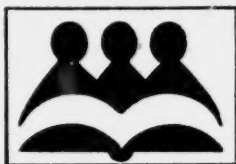
13. Please use this space to make any comments related to the referral of the pupil for reading diagnosis and improvement.

This space for office use only.

Date received _____

Initial contact on _____

Disposition _____



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READING IMPROVEMENT SERVICE

Information Sheet for Completion by Parent or Guardian
(All information presented here will remain strictly confidential.)

Date Completed

1. GENERAL INFORMATION:

Pupil's Name _____ Grade _____ Age _____

School _____ Date of Birth _____

Mother's Name _____ Father's Name _____

Address _____ Address - if different _____

Home Telephone _____

Father's Occupation _____ Mother's Occupation _____

2. SCHOOL BACKGROUND:

(a) Please indicate the names of the schools which your child has attended
(include nursery schools).

<u>School</u>	<u>Location</u>	<u>Grade</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

(b) Has your child repeated any grades? Yes _____ No _____

If yes, which? _____

(c) What are your child's most successful subjects in school?

(d) What are his least successful subjects? _____

(e) Has your child had any specialized reading instruction in the past?

Yes _____ No _____ If yes,

Where? _____ How long? _____

(f) Is English the usual language spoken at home? Yes _____ No _____

If no, which language is spoken? _____

3. FAMILY RELATIONSHIPS:

(a) Indicate the names and ages of:

Brothers: _____

Sisters: _____

(b) Does any brother or sister have any reading difficulty? _____

(c) Please indicate any unusual family conditions which may relate to your child's performance in school:

4. MEDICAL BACKGROUND:

(a) Has your child had any serious or prolonged illness, either prior to or during school enrollment? (Use additional space on page 4 if necessary.)

(b) Name of Physician: _____

(c) What is the general condition of the child's health at the present time?

(d) Please indicate whether any of the following check-ups was made in the past few years?

Medical: Yes _____ No _____ Not Sure _____

Any unusual findings? _____

Vision: Yes _____ No _____ Not Sure _____

Any unusual findings? _____

Psychological: Yes _____ No _____ Not Sure _____

Any unusual findings? _____

5. BEHAVIOR PATTERNS:

Does your child appear to have adequate relationships with other children?

Yes _____ No _____ If no, please describe _____

Are there any unusual behavior problems which have caused you concern?

Yes _____ No _____ If yes, please describe _____

6. ADDITIONAL COMMENTS:

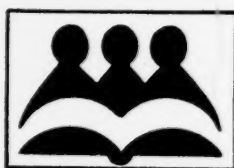
Please make any comments which may relate to this referral. (Additional space on reverse side.)

Please return to: Learning Center, 58 Oak Street, Binghamton, New York 13905.

II. Report Forms to the Cooperating School Districts

A. Diagnostic Report

B. Progress Report



LEARNING CENTER

58 Oak Street
Binghamton, New York 13905
Telephone: 607-724-2491

Date of Report _____

Prepared by _____

DIAGNOSTIC REPORT OF READING ACHIEVEMENT

I. Identifying Data

Pupil _____ Present _____ Grade(s) _____
Grade _____ Repeated _____
Home Address _____ Age: Yrs. _____ Mos. _____
School _____ District _____

II. Results of Initial Evaluation

A. Standardized Test Data

Name	Level(s)	For Grade(s)
Section	Grade Equivalent	%-ile or Stanine
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Informal Evaluation (Information derived from tests prepared at the Learning Center.)

Instrument

Comment

1. Word Analysis Record
(Phonics Skills)

2. Alphabet Recognition Survey
(Alphabet Identification)

3. Word Identification Survey
(Level of Sight Vocabulary)

4. Sample Graded Word List
(Analysis of Sight Vocabulary)

5. Spelling Inventory

6. Writing Sample

7. Interest Inventory

III. Informal Reading Inventory

Series:

Results:

The level of Basal Reader most appropriate for classroom instruction for this pupil is _____.

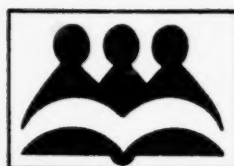
IV. Supplementary Specialized Tests

1. Visual Screening (Bausch & Lomb) _____

2. Auditory Screening (Tritone Audiometer) _____

V. Recommendations For Additional Diagnostic Evaluations:

VI. Summary & Recommendations for Involvement in Tutorial Program:



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Date of Report _____

Prepared by _____

PROGRESS REPORT OF READING ACHIEVEMENT

I. Identifying Data

Pupil _____ Present _____ Grade(s) _____
Grade _____ Repeated _____
Home Address _____ Age: Yrs. _____ Mos. _____
School _____ District _____

II. Instructional Program

Dates of Enrollment: From _____ to _____ No. Sessions _____
Instructional Mode: Individual _____ Group of _____
Previous Enrollment at the Learning Center: Yes _____ No _____

III. Results of Initial Evaluation

1. Basal Reader Instructional Level: _____

2. Standardized Test Data:

Name	Level	For Grade(s)
Section	Grade Equivalent	%-ile or Stanine
_____	_____	_____
_____	_____	_____

3. Diagnostic Report has previously been sent to the School District: Yes _____ No _____

T-21

IV. Present Reading Level

1. Basal Reader Instructional Level: _____
2. Standardized Test Data: (see note below)

Name _____	Level _____	For Grades _____
Section _____	Grade Equivalent _____	%-ile or Stanine _____
_____	_____	_____
_____	_____	_____

3. Progress Report has previously been sent to School District: Yes _____ No _____
4. Statement of Progress:

VI. Recommendation

- _____ 1. Continuation in the next cycle beginning in _____.
- _____ 2. Termination of Instructional Activities at the Learning Center.

* * * * *

Pupils with reading deficiencies often obtain scores on standardized tests which are higher than the actual instructional level. The Basal Reader Instructional Level is considered most appropriate for classroom instruction in reading for these pupils.

**III. Instruments for the Evaluation of
Reading and Related Skills**

- A. Sample Graded Word List**
- B. Word Identification Survey**
- C. Word Analysis Record**
- D. Informal Spelling Inventory**
- E. Alphabet Recognition Survey**
- F. Informal Reading Inventory**

SAMPLE GRADED WORD LIST

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
and	laugh	beautiful	because
father	who	each	finally
ride	went	straight	ocean
jump	please	should	welcome
look	surprise	high	earth
red	about	answer	certain
you	friend	family	freeze
here	sleep	remember	favorite
ball	would	smile	possible
little	just	early	special

<u>E</u>	<u>F</u>	<u>G</u>
scarce	particularly	collision
frightful	alternate	application
relation	sympathy	genuine
principal	invention	luxurious
challenge	conquered	certificate
failure	discouraged	profession
example	expensive	nationality
terrible	plentiful	mysterious
education	stadium	secretary
permanent	delicious	experiments

SAMPLE GRADED WORD LIST

Pupil's Name _____ Grade _____

Examined by _____ Date _____

I. Summary of Responses

<u>Column</u>	<u>No. Correct</u>	<u>% Correct (Optional)</u>
A (Pp)	_____/10	_____
B (1)	_____/10	_____
C (2)	_____/10	_____
D (3)	_____/10	_____
E (4)	_____/10	_____
F (5)	_____/10	_____
G (6)	_____/10	_____

Base Level Column _____ Ceiling Level Column _____ Probable Basal IL _____

II. Analysis of ErrorsCheck those areas which should receive priority attention during remedial instruction.

- | | |
|--------------------------------|-------|
| _____ 1. alphabet recognition | _____ |
| _____ 2. basic sight words | _____ |
| _____ 3. compound words | _____ |
| _____ 4. multisyllabic words | _____ |
| _____ 5. short vowels | _____ |
| _____ 6. long vowels | _____ |
| _____ 7. "r" controlled vowels | _____ |
| _____ 8. initial consonants | _____ |
| _____ 9. medial consonants | _____ |
| _____ 10. final consonants | _____ |
| _____ 11. vowel teams | _____ |
| _____ 12. final "e" principle | _____ |
| _____ 13. consonant blends | _____ |
| _____ 14. _____ | _____ |
| _____ 15. _____ | _____ |

SAMPLE GRADED WORD LIST
Directions

T-4c

1. Begin the evaluation with the column the pupil is most likely to read entirely without error. If errors are made, have the pupil read an easier column. Continue this process until a Base Level is established (no errors).
2. Notations of incorrect responses may be recorded under each of the words on the master list. Indicate the exact response made by the pupil (use phonetic symbols where possible).
3. Discontinue the administration of the inventory when the pupil responds incorrectly to four successive words in any one column. This is the Ceiling Level.
4. Complete the information requested.
5. Basal instructional level of the pupil will probably coincide with the column midway between the Base and Ceiling Levels.

WORD IDENTIFICATION SURVEY
(Pupil's Copy)

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
in	farm	children	hungry
see	good	school	window
play	fun	party	much
mother			

<u>E</u>	<u>F</u>	<u>G</u>
quickly	vegetable	daughter
strong	perhaps	adventure
wonderful	marching	escape

<u>H</u>	<u>I</u>	<u>J</u>
citizens	brilliant	knowledge
necessary	required	schedule
immensely	electricity	batteries

<u>K</u>	<u>L</u>	<u>M</u>
veterinarian	historical	miraculous
requested	centennial	imaginary
prosperous	obliged	subterranean

WORD IDENTIFICATION SURVEY
(Examiner's Copy)

Directions: Ask the student to begin reading the words in the first list, and proceed to the more difficult words in the following lists. Continue reading until the child misses three (3) consecutive words. Encourage responses if necessary, but do not actually assist in pronunciation.

Student's Name: _____ Age: _____ Grade: _____

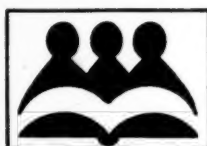
Examiner: _____ Date of Testing: _____

<u>PP (A)</u>	<u>P 1¹ (B)</u>	<u>1² (C)</u>	<u>Level</u>	<u>No. Correct</u>
in	farm	children	PP(A)	_____
see	good	school	P 1 ² (B)	_____
play	fun	party	1 ² (C)	_____
mother			2 ¹ (D)	_____
<u>2¹ (D)</u>	<u>2² (E)</u>	<u>3¹ (F)</u>	2 ² (E)	_____
hungry	quickly	vegetable	1 (F)	_____
window	strong	perhaps	3 (G)	_____
much	wonderful	marching	3 ² (G)	_____
<u>3² (G)</u>	<u>4¹ (H)</u>	<u>4² (I)</u>	4 ¹ (H)	_____
daughter	citizens	brilliant	4 ² (I)	_____
adventure	necessary	required	5 ¹ (J)	_____
escape	immensely	electricity	5 ² (K)	_____
<u>5¹ (J)</u>	<u>5² (K)</u>	<u>6¹ (L)</u>	6 ¹ (L)	_____
knowledge	veterinarian	historical	6 ² (M)	_____
schedule	requested	centennial		
batteries	prosperous	obliged		
<u>5² (M)</u>				
miraculous			Total	
imaginary			Correct	_____
subterranean				

WORD IDENTIFICATION SURVEY (WIS) CONVERSION TABLE
TO OBTAIN ESTIMATE OF INFORMAL READING INVENTORY (IRI)

<u>Total WIS Score</u>	<u>Estimated IRI Level</u>
0-4	PP
5-7	P (1 ¹)
8-10	1 ²
11-13	2 ¹
14-16	2 ²
17-19	3 ¹
20-22	3 ²
23-25	4 ¹
26-28	4 ²
29-31	5 ¹
32-34	5 ²
35-37	6 ¹
38-40	6 ²

This table is based on comparisons of WIS and IRI scores
for 121 pupils enrolled at the Learning Center in May-June, 1968.



LEARNING CENTER

58 Oak Street
Binghamton, New York 13905
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WORD ANALYSIS RECORD

Pupil Copy

1.	p	B	m	h	R
2.	e	A	u	O	i
3.	<u>stop</u>	<u>drink</u>	<u>black</u>	<u>smile</u>	<u>fly</u>
4.	pan	tin	hot	rub	let
5.	<u>what</u>	<u>ship</u>	<u>phone</u>	<u>thank</u>	<u>chop</u>
6.	bone	lame	kite	tube	Pete
7.	bar	fur	her	salt	paw
8.	<u>seat</u>	<u>tie</u>	<u>mail</u>	<u>boat</u>	<u>keep</u>
9.	daytime	showdown	schoolroom	cannot	sunshine
10.	t-ap	st-op	sp-ike	bl-ue	ch-eap

WORD ANALYSIS RECORD
Summary Sheet

Pupil _____ Grade _____
Examiner _____ Date _____

<u>I. Category</u>	<u>No. Correct Responses</u>
1. initial consonants	_____
2. single vowels	_____
3. consonant blends	_____
4. short vowels	_____
5. consonant digraphs	_____
6. final e principle	_____
7. vowels controlled by "r", "l", and "w"	_____
8. vowel digraphs	_____
9. compound words	_____
10. word synthesis (auditory cues)	_____

II. Indicate here any idiosyncratic responses including:

refusal to guess
responding to first or last letter cues
quick and superficial responses
etc.

WORD ANALYSIS RECORD

Directions

Ask pupil to:

1. . . . give a word that begins with the letter.
 2. . . . give a word in which you hear the letter.
 3. . . . give the sound of the underlined letters.
 4. . . . read each word.
 5. . . . give the sound of the underlined letters.
 6. . . . read each word
 7. . . . read each word
 8. . . . give the sound of the underlined letters.
 9. . . . read each word
 10. . . . give the word after examiner reads each element (allow 2 second intervals).
-

Summary

LEARNING CENTER
INFORMAL SPELLING INVENTORY
(Examiner's Copy)

T-6
(Rev.)

Pupil's Name _____ Grade _____

Examined by _____ Date _____

1. Begin with the 1st grade list of words and continue until three consecutive words are misspelled.
2. Use the Pupil Answer Sheet for recording responses.
3. Incorrect responses may be noted below exactly as spelled.
4. The grade level designations are approximations only.
5. Complete the Summary Section which follows the Word List.

WORD LIST

<u>1st</u>	<u>2nd</u>	<u>3rd</u>
the _____	baby _____	sometimes _____
and _____	night _____	friend _____
good _____	eat _____	Sunday _____
one _____	after _____	because _____
not _____	father _____	second _____
 <u>4th</u>	 <u>5th</u>	 <u>6th</u>
everybody _____	remember _____	adventure _____
maybe _____	country _____	treasure _____
answer _____	interest _____	exercise _____
hello _____	receive _____	sandwich _____
quickly _____	enjoy _____	protection _____

SUMMARY SECTION

Number of words spelled correctly at each level:

1st _____ 2nd _____ 3rd _____
4th _____ 5th _____ 6th _____ Total: _____

INFORMAL SPELLING INVENTORY

(Rev.)

Pupil's Name _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LEARNING CENTER
58 Oak Street
Binghamton, New York 13905

ALPHABET RECOGNITION SURVEY
(Pupil Copy)

Part I

- | | | | | |
|----|---|---|---|---|
| 1. | m | p | o | y |
| 2. | h | n | j | e |
| 3. | v | r | t | b |
| 4. | x | a | f | k |
| 5. | i | s | c | d |

Part II

- | | | | | |
|----|---|---|---|---|
| 1. | G | F | U | T |
| 2. | Z | H | M | O |
| 3. | R | A | Q | D |
| 4. | P | M | L | I |
| 5. | K | W | N | B |

Part III (optional)

- | | | |
|---------|----------|----------|
| 1. __at | 2. __end | 3. r__pe |
| 4. h__t | 5. su__ | 6. wee__ |

LEARNING CENTER

ALPHABET RECOGNITION SURVEY

(Teacher's Copy)

Directions:

1. This instrument may be used only if there is need to verify the pupil's ability to recognize the alphabet.
2. Ask the pupil to circle the letter he hears. Say the letter name (not the letter sound) in Parts I and II. In Part III ask the pupil to supply the missing letter, after you say the word.
3. Record the results in the spaces below.

Test Items

Part I

1. m y

2. j e

3. t r

4. x f

5. d i

No. Correct _____

Part II

1. G U

2. H M

3. Q A

4. P I

5. W K

No. Correct _____

Part III

1. f at

2. bend

3. rope

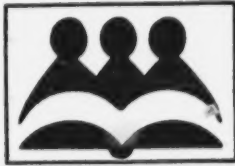
4. hit

5. sun

6. week

No. Correct _____

Total Score-Parts I & II _____



LEARNING CENTER

58 Oak Street
Binghamton, New York 13905
Telephone: 607-724-2491

AN
INFORMAL READING INVENTORY
FOR OBTAINING A
BASAL READER INSTRUCTIONAL LEVEL

The selections used in
this inventory appear
in The New Basic Readers
of the Scott, Foresman &
Company series.

Prepared by Lawrence Gold
Director, Learning Center
1968

DIRECTIONS

GENERAL

1. Read the introductory statement to the pupil. Do not read the title of the selection.
2. Ask the pupil to read the selection orally, beginning with the title. Convey to the pupil the idea that he should try to read as much of the selection as possible, even if he is not sure of some of the words.
3. Begin with a selection that the pupil will be able to read with a considerable degree of success.

SPECIFIC

1. As the pupil is reading, errors may be recorded in the space which is provided between the lines of print in the selection.
2. Do not assist the pupil in any way, although he may be encouraged to "try" rather than not respond at all.
3. The three questions following each selection were designed to assess different aspects of comprehension. Criteria for "pass" are as follows:

Question 1. The pupil should be able to recall without assistance at least three story elements.

Question 2. The expected answer is indicated.

Question 3. Any reasonable response may be accepted as a "pass" score.
4. Discontinue testing when the pupil indicates frustration as a result of inability to read the selection orally. Generally, this will occur when oral reading errors exceed 5 in any one selection.
5. The following criteria are recommended for establishing the basal reader instructional level:

A. Not more than 5 errors in oral reading.
B. A minimum of two "pass" scores in comprehension.
6. The word count includes the title and was provided to assist in the calculation of rate of reading, should this be desired.
7. Complete the Summary Sheet on page 4.

SUMMARY SHEET

Pupil _____ Grade _____

Examined by _____ Date _____

<u>Selection</u>	<u>No. Words</u>	<u>Oral Reading Errors</u>	<u>Comprehension</u>
A (Pp)	50	_____	_____
B (P)	57	_____	_____
C (1-2)	54	_____	_____
D (2-1)	62	_____	_____
E (2-2)	52	_____	_____
F (3-1)	57	_____	_____
G (3-2)	57	_____	_____
H (4)	69	_____	_____
I (5)	62	_____	_____

Probable Instructional Level: _____

Comment:

WILL SPOT RUN AWAY?

Mother said, "Come here, Sally.
Come here to me."

Sally said, "I want to get Spot.
Spot will run away."

Dick said, "I can get Spot.
Spot will not run away."

Dick said, "Here Spot!
Come and get this.
This is for you.
Run, Spot, run."

A

WILL SPOT RUN AWAY?

Word Count: 50

Introduction: Mother took Sally, Dick and Spot on a shopping trip.
Spot jumped out of the car.

Comprehension:

1. Tell me about the story. Pass _____ Fail _____
2. What will Dick give Spot?
(food, something to eat, etc.) Pass _____ Fail _____
3. What do you think will happen next? Pass _____ Fail _____

Summary: Oral Reading Errors _____

Comprehension _____

(Third Pre-Primer,
S.F., 1965, pp. 17-19)

B

THE LITTLE HOUSE

"Easy now!" said Tom.

"We want this house to look good."

"It will," said Dick.

"You and I can have fun in it."

"Oh, Susan!" said Jane.

"Can we play in that little house?"

Tom said, "Dick and I are in here.

You two girls can't come in now.

This house is too little.

C

A GOOD DAY

"Let's not walk so fast," said Dick.

"Let's take time to look at things."

"All right," said Dick's father.

"Let's take time now to look for some stones. When we find them, we will make a fire and eat."

"Here are some stones," said Dick.

"We can make our fire here."

BTHE LITTLE HOUSE

Word Count: 57

Introduction: Tom and Dick are making a house out of a big paper box.
Susan and Jane stop to watch.

Comprehension:

1. What is this story about? Pass _____ Fail _____
2. What do Susan and Jane want to do?
(play in the house) Pass _____ Fail _____
3. What will Susan and Jane do now? Pass _____ Fail _____

Summary: Oral Reading Errors _____

Comprehension _____

(Primer, S.F., 1962, pp. 35-36)

CA GOOD DAY

Word Count: 54

Introduction: Dick and his father go for a hike in the woods.

Comprehension:

1. Tell me about the story. Pass _____ Fail _____
2. What do Dick and his father find? (stones) Pass _____ Fail _____
3. Why were stones used in making the fire? Pass _____ Fail _____

Summary: Oral Reading Errors _____

Comprehension _____

(1-2, S.F., 1962, pp. 75-76)

D

OUT THE WINDOW

John hurried to the window.

"Look!" said Bill. "One of the men is going way up high."

John said, "He is going to put in a new light. He uses his truck to get up to the street light."

There's a lot of wind this morning. It must be hard to stay up so high in all this wind.

E

JIM GOES CAMPING

One summer afternoon Jim Ball rode with his father to a large lake. It was Jim's birthday, and his father was taking him on a camping trip.

Jim had fished once before. That time he had caught just one fish. This time he hoped to get some big fish.

DOUT THE WINDOW

Word Count: 62

Introduction: John and Bill are looking out the window. They see a ladder rising out of the back of a truck.

Comprehension:

1. What is happening in this story? Pass _____ Fail _____
2. Why is it hard to stay up so high?
(a lot of wind) Pass _____ Fail _____
3. Why are they putting in a new street light? Pass _____ Fail _____

Summary: Oral Reading Errors _____

Comprehension _____

(2-1, S.F., 1963, p. 103)

EJIM GOES CAMPING

Word Count: 52

Introduction: Jim Ball and his father are going fishing.

Comprehension:

1. What is this story about? Pass _____ Fail _____
2. How many fish did Jim catch on the last trip?
(one fish) Pass _____ Fail _____
3. What do you think will happen next? Pass _____ Fail _____

Summary: Oral Reading Errors _____

Comprehension _____

(2-2, S.F., 1963, 1. 116)

F.

LAND HO!

The sun had just come up when the lookout shouted, "Land ho!"

At once the dark and quiet ship came to life. The settlers woke, put on heavy clothes, and rushed up on deck for their first sight of the new land.

There it was! Far off but straight ahead lay the shores of America!

G.

"THE BABE"

During the years that Babe Ruth played with the New York Yankees, everyone was a friend and a fan of his. He was a favorite of all.

People came in such crowds just to see the Babe at Yankee Stadium in New York that the stadium itself was known as the "house that Ruth built."

FLAND HO!

Word Count: 57

Introduction: The Pilgrims had been sailing for many days in a small ship.

Comprehension:

1. Tell me about the story. Pass _____ Fail _____
2. What did they see when they went up on deck?
(land; America) Pass _____ Fail _____
3. What happens next, do you think? Pass _____ Fail _____

Summary: Oral Reading Errors _____

Comprehension _____

(3-1, S.F., 1964, 1. 105)

G"THE BABE"

Word Count: 57

Introduction: Babe Ruth played baseball for the New York Yankees
from 1920 to 1935.

Comprehension:

1. What is this story about? Pass _____ Fail _____
2. What was the other name given to Yankee Stadium?
(the house that Ruth built) Pass _____ Fail _____
3. If he played now would he be as popular? Pass _____ Fail _____

Summary: Oral Reading Errors _____

Comprehension _____

(3-2, S.F., 1964, p. 104)

H.

THE BELL THAT NEVER RINGS

The most famous bell in the world is a bell that never rings. It has not rung for over one hundred years. Yet people come from all over the country to look at it. It is the Liberty Bell, and the story of its life is as exciting as the story of our country. In fact, it is the story of our country.

I

THE BELL THAT SAVED THIRTY-THREE LIVES

The lives of thirty-three helpless men depended upon the successful design of the McCann Rescue Chamber now hurrying to the aid of the Squalus. No previous invention had ever worked at such extreme depth. But the rescue bell was something new, and everyone stubbornly clung to the hope that it could make the rescue.

Introduction: This is about the Liberty Bell which hangs today
in Philadelphia, Pennsylvania.

Comprehension:

1. Tell me about this selection. Pass _____ Fail _____
2. How long has it been since the Liberty Bell rang? (over one hundred years) Pass _____ Fail _____
3. Why do people come to see the Liberty Bell? Pass _____ Fail _____

Summary: Oral Reading Errors _____

Comprehension _____

(4, S.F., 1965, p. 112)

Introduction: Until this invention men in submarines had no way
to escape if their submarine sank.

Comprehension:

1. Tell me what the selection said. Pass _____ Fail _____
2. What was the name of the submarine? (Squalus) Pass _____ Fail _____
3. Why had previous methods failed? Pass _____ Fail _____

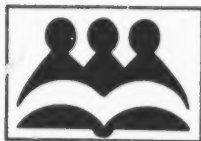
Summary: Oral Reading Errors _____

Comprehension _____

(5, S.F., 1965, p. 193)

IV. Miscellaneous Evaluative Instruments

- A. Evaluation of Lateral Preference**
- B. Evaluation of Auditory Performance**
- C. Evaluation of Visual Performance**
- D. Interest Inventory**



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EVALUATION OF LATERAL PREFERENCE

- Procedures: Keep testing material out of pupil's sight except during actual use. When any test material is used, return it to the container before the next item is introduced. This procedure is essential to prevent contamination of responses.
- DO NOT HAND TESTING OBJECTS TO THE PUPIL. Place them as they are used in view of the pupil so that he may take them himself.
- Material:
- | | |
|--------------------|----------------------------|
| (In order of use.) | flat iron (with two holes) |
| pencil | string |
| play car | hose clamp |
| alligator clip | screw driver |
| bolt and nut | washer |
- Directions: Say to Subject (S):
"I have some things here that I would like you to use. This is like a game. Listen very carefully to what I ask you to do. If you don't understand, be sure to let me know."
- Scoring: In general, the purpose of this evaluation is to determine which hand, eye, or foot is preferred in doing selected tasks. For each test activity, note in the spaces provided whether the Left or Right side was preferred.

Pupil _____ Grade _____

Examined by _____ Date _____

EVALUATION ACTIVITIES

HAND PREFERENCE

1. On reverse side of this page request S to write or print his name, as he would do in school. Note on the Response Sheet which hand was used.
2. Keep response to item 1. above out of view. Now ask S to write or print with his other hand.

Compare responses of items 1. and 2. Note on Response Sheet which is more legible (right or left hand) or if there is no difference in quality of writing (check N.D. space).

3. Show play car to S. Ask him to pretend he is a racing car driver. Using the table or desk as the track, ask S to show you how he would drive. Note on Response Sheet which hand was used to drive the car, and which direction the car went.
4. Show alligator clip to S. Ask him to take the clip and attach it to this paper. Note on Response Sheet which hand was used to press and attach clip.
5. Show bolt and nut to S. Ask him to separate the nut from the bolt and then to replace it on the bolt. Note on the Response Sheet which hand was actually used to turn the nut (or bolt) to separate and then replace it.
6. Show flat iron (with the string in the holes) to S. Ask him to take the string out of the holes and replace it as originally shown. Note on Response Sheet which hand was used to thread the string through the two holes.
7. Show hose clamp to S. Ask him to turn the screw so that the clamp will tighten. Hand him the screwdriver for this purpose. Note on the Response Sheet which hand was used to hold the screwdriver (to turn the screw).

EYE PREFERENCE

8. Show washer to S. Ask him to hold it at arm's length to sight some object in the room. Note on Response Sheet which eye was used to sight the object.
9. Show washer and flat iron to S. Ask him to sight some object in the room through both washer hole and one hole in the flat iron. Note which eye was used to sight the object.

FOOT PREFERENCE

10. Show washer to S. Ask him to pretend that it is a piece of ice. Ask him to place the ice (washer) on the floor and crush it with his foot. Note on the Response Sheet which foot was used to crush the ice (washer).

RESPONSE SHEET

HAND PREFERENCE

1. Handwriting (normal hand).
2. Handwriting (opposite hand).
3. Play car.

R _____ L _____

R _____ L _____ ND _____

Hand: R _____ L _____

Direction: _____
(use arrow and line)

4. Alligator Clip.

R _____ L _____

5. Bolt and nut.

Remove nut: R _____ L _____

Replace nut: R _____ L _____

6. Flat iron (with string).

R _____ L _____

7. Hose clamp (and screwdriver).

R _____ L _____

EYE PREFERENCE

8. Washer

R _____ L _____

9. Washer and flat iron.

R _____ L _____

FOOT PREFERENCE

10. Washer (ice).

R _____ L _____

Summary:

Hand Preference: R _____ L _____ Mixed _____

Eye Preference: R _____ L _____ Mixed _____

Foot Preference: R _____ L _____ Mixed _____

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T-37

EVALUATION OF AUDITORY PERFORMANCE
TRITONE AUDIOMETER MODEL 45

Pupil _____ Examined by _____

Grade _____ Date _____

Background Data

Is there a history of hearing loss? Yes _____ No _____

Results of Screening

1. Place a ✓ mark in the space if the pupil responds to the tone.
2. Place an X mark in the space if the pupil indicates no response.
3. Hearing is considered normal if the pupil has heard each of the nine tones.
4. Lack of response to any one tone is sufficient reason for referral for further auditory evaluation.

RIGHT EAR

FREQUENCY

D E C I B L E S	FREQUENCY		
	500	2000	4000
	25	_____	_____
	40	_____	_____
60	_____	_____	_____

LEFT EAR

FREQUENCY

D E C I B L E S	FREQUENCY		
	500	2000	4000
	25	_____	_____
	40	_____	_____
60	_____	_____	_____

Recommendation:

Further auditory evaluation recommended: Yes _____ No _____

PROCEDURES FOR EVALUATING AUDITORY PERFORMANCE
WITH TRITONE AUDIOMETER MODEL 45

General Directions

1. Extreme caution must be observed in handling the instrument. Any unnecessary jarring or dropping will interfere with calibration sensitivity.
2. This instrument is for screening purposes only. Should further evaluation be indicated, referral should be made to the school nurse (through our social service department).
3. In the discussion below, the word decibels is roughly comparable to loudness ; the word frequency is roughly comparable to pitch. In screening for auditory performance, both decibel and frequency outputs are involved.
4. Unless the testing environment is almost completely noise-free, the obtained results will be spurious. As much as possible, test in conditions of optimum silence.
5. Return the instrument to the Testing Room after use.

Specific Directions

1. Seat the pupil opposite you and facing away.
2. Have him hold the earphone firmly against one ear.
3. Direct him to raise his hand when he "hears a sound" and to lower his hand when the "sound is no longer heard."
4. Begin with Right Ear. Place selector switch at 500 Frequency (lowest pitch on this model) and press 60 Decibels button (highest loudness on this model).
5. Press button for about 3 seconds. If pupil indicates that he has heard the tone, press the 40 dbs. button, wait for a response, and then press the 25 dbs. button.
6. Repeat this process with the next Frequency (2000), starting with the 60 dbs. level, as above (step 4). Then proceed to test the 4000 Frequency level.
7. Follow the exact same procedures for the Left Ear.
8. Record all results on the evaluation form.

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T-31

EVALUATION OF VISUAL PERFORMANCE
BAUSCH AND LOMB SCHOOL VISION TESTER

Pupil _____ Examined by _____

Grade _____ Date _____

Background Data

Current prescription, if any: (check) (a) glasses _____ no glasses _____
(b) always _____ near only _____
distance only _____

Results of Screening

(check) Slide "E" Acuity _____

Checkerboard Acuity _____

First Test - Right Eye Distance Acuity

(Pass: At least 4 of 6 symbols identified correctly)

Red - 20/40	Pass _____	Fail _____
Yellow - 20/30	Pass _____	Fail _____
Green - 20/20	Pass _____	Fail _____

Second Test - Left Eye Distance Acuity

Red - 20/40	Pass _____	Fail _____
Yellow - 20/30	Pass _____	Fail _____
Green - 20/20	Pass _____	Fail _____

Third Test - Right Eye Farsightedness

(Pass: Failure to read at least 4 symbols.)

Red - 20/40	Pass (inability to read) _____	Fail _____
Yellow - 20/30	Pass " " " _____	Fail _____
Green - 20/20	Pass " " " _____	Fail _____

Fourth Test - Left Eye Farsightedness

(Pass: Failure to read at least four symbols)

Red - 20/40	Pass (inability to read)	_____	Fail	_____
Yellow - 20/30	Pass " " "	_____	Fail	_____
Green - 20/20	Pass " " "	_____	Fail	_____

Fifth Test - Distance Vision Phoria

(Pass: Red ball must be seen within picture.)

Pass _____ Fail _____

Sixth Test - Near Vision Phoria

(Pass: Green ball must be seen within picture.)

Pass _____ Fail _____

Summary:

Number of tests failed at 20/40 criteria _____

Number of tests failed at 20/30 criteria _____

Number of tests failed at 20/20 criteria _____

Phoria tests failed (check): Distance Vision _____; Near Vision _____

Recommendation:

Further professional evaluation recommended: Yes _____ No _____

Further testing with Ortho-Rater slides recommended: Yes _____ No _____

LEARNING CENTER
58 Oak Street
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T-31a

PROCEDURES FOR EVALUATING VISUAL PERFORMANCE
WITH BAUSCH AND LOMB SCHOOL VISION TESTER

I. First Test - Distance Vision (Snellen Acuity) - Right Eye

Use wither "E" Acuity or Checkerboard Acuity slide.

1. Occlude left eye (point dial to left)
2. Child reads lines 1, 2, 3.
3. For 20/40 acuity, must read 4 of 6 symbols correctly. (Red)
For 20/30 acuity, same criteria (Yellow)
For 20/20 acuity, same criteria (Green)

II. Second Test - Distance Vision (Snellen Acuity) - Left Eye

Same procedure as above, except

1. Occlude right eye (point dial to right)
2. Use same criteria for acuity as above.

III. Third Test - Far Sightedness (Plus Lens Test - Right Eye)

1. Use same acuity slide as above.
2. Use Plus Lens attachment.
3. Occlude left eye (dial to left).
4. Ask child to read Red (20/40), Yellow (20/30), or
Green (20/20) line. Yellow line alone is sufficient.

Passing criteria: Inability to read at least four symbols.

IV. Fourth Test - Far Sightedness (Plus Lens Test - Left Eye)

Exact same procedure as above, except

1. Occlude left eye (point dial to left)
2. Use same passing criteria as above.

V. Fifth Test - School Phoria (Muscle Balance) - Distance Vision

1. Use slide for Test 5, in distance slot.
2. Neither eye is occluded (dial points to middle).
3. Ask child where Red ball is in relation to picture.
4. Passing criteria: Red ball within some portion of picture.

VI. Sixth Test - School Phoria (Muscle Balance) - Near Vision

1. Use slide for Test 6, in near slot.
2. Exact same procedures as above, except the ball is green.
3. Passing criteria same as above.

Discussion:

The first two tests are designed to evaluate acuity equivalents for distance vision in accordance with Snellen Chart criteria. Notice that each eye is tested individually, as in the Snellen.

The third and fourth tests are designed to evaluate the condition of far sightedness (inability to see efficiently at near point). Notice that each eye is tested individually. The use of the plus lens permits some degree of evaluation of near point vision, which cannot be done with the ordinary Snellen.

The remaining two tests are designed to measure the horizontal phorias, or the extent to which the muscles of the eyes permit binocular vision at distance (Test Five) and at near point (Test Six).

Referral Standards:

1. If the child fails any one test, there is some concern that he have a full-scale optometric or ophthalmological evaluation.
2. If the child fails any two of the tests, there is serious concern that he have the full-scale professional evaluation.
3. Remember: This is a screening test only. We never report that his vision is good or poor, etc. Rather, we state that on the basis of our screening procedure there is indication that his visual performance is in need of further professional evaluation. We never say that he does not need this evaluation, even if the results of screening are negative (that is, he passed the tests). We encourage pupils with reading disability to obtain visual evaluations periodically from professional personnel. The purpose of the screening procedure is to assure us that we have at least identified pupils with questionable vision.

Developed by Dr. Lawrence Gold
Based on Instrument Manual

jes
3/13/68

8

LEARNING CENTER

T-10
Rev.

INTEREST INVENTORY

Pupil _____ Grade _____

Examiner _____ Date _____

1. What are your favorite hobbies?
2. What subjects do you like best in school?
- * 3. Do you like to read books?
4. What do you want to work at when you are an adult?
5. How many hours per day do you watch T.V.?
- * 6. Do you want to learn to read better?
7. Who do you think is the greatest American living today?
8. What sports do you play?
- * 9. Does it bother you that you may need help in reading?
10. What do you do mostly during your free time and on weekends?
- * These questions directly relevant to interest in reading.

If someone said, "Make three wishes and they all will come true," what three wishes would you make. Put the most important wish first, and so on.

1.

2.

3.